-Commonwealth of Kentucky-

SCHOOL REPORT CARD

for the 2009-2010 school year

Adair County High School

Mr. Troy Young, Principal
526 Indian Drive
Columbia, KY 42728
Phone: (270) 384-2751, Fax: (270) 384-6900
Email: Troy.Young@adair.kyschools.us
School Enrollment: 743

Our School Council

Lilly Franklin	Michael Godsey
Sandy Pyles	Kevin Robertson
Keri Willis	Troy Young

Dear Parents/Guardians: This report card for the 2009-2010 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school, please go to *http://www.education.ky.gov* and select School Report Cards on the blue navigation bar to the left of the homepage.

About Our School: Adair County High School serves students in grades 9-12. We currently operate under a five period trimester schedule which includes a Tribe Time schedule for implementation of intervention strategies. Our mission is to provide an opportunity for all students to obtain a quality education that encourages optimal academic, physical, and social development. Our faculty participates in professional development and other activities designed to address student needs and update instructional methods in order to reach the goals and standards established by the Kentucky Department of Education. The goal of our school is to provide students with a variety of educational opportunities and experiences that will prepare them for life beyond high school

How We Ensure Educational Equity: Adair County High School strives to increase awareness in areas of human diversity, unity, and ethnicity through classroom instructions and other activities. Our school provides equal opportunities for all students in academic and extracurricular activities. Our Title IX committee meets regularly to address issues related to equity within our school and our SBDM council and its committees continually reviews policy and activities to ensure equity throughout our school's population.

School NCLB Accountability Reporting Annual Yearly Progress

Student Group	Reading Percent Tested Goal 95%			Reading Percent Proficient & Distinquished Goal 59.63%			Mathematics Percent Tested Goal 95%			Mathematics Percent Proficient & Distinquished Goal 59.88%			Science Percent Tested			Other Academic Indicators Proficient & Distinquished % (Novice %) Elem. And Middle			Other Academic Indicators Graduation Rate (High School) Goal 86.75%		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100	99.93	99.92	55.06	70.02	71.86	100	99.93	99.92	41.24	65.31	64.14	100	100	99.91		52.81 (7.45)	56.88 (8.23)	85.58	85.19	83.92
African-American			99.83			53.79			99.83			41.79			99.82						
American Indian/ Native Alaskan			99.63			65.16			99.63			57.41			100.00						
Asian/Pacific Islander			99.98			79.60			99.98			80.07			100.00						
Hispanic			99.85			65.19			99.85			57.86			99.92						
White	100	99.93	99.93	53.8	70.35	74.37	100	99.93	99.93	42.31	65.94	67.08	100	100	99.92						
Students with Disabilities		100	99.89		45.91	48.69		100	99.89		36.59	43.41		100	99.87						
Limited English Proficiency			99.97			58.25			99.97			45.31			100.00						
Economically Disadvantaged	100	99.9	99.91	43.52	62.18	63.45	100	99.9	99.91	34.62	57.65	55.35	100	100	99.90						
Migrant			100.00			59.38			100.00			53.96			100.00						
Male	100	99.88	99.91	41.46	64.59	66.59	100	99.88	99.91	35.48	64.43	63.04	100	100	99.88						
Female	100	100	99.93	66.67	76.23	77.45	100	100	99.93	46.53	66.33	65.32	100	100	99.94						

Testing Year	Adequate Yearly Progress (AYP) Summary				School Year	Consequences	
	Reading	Mathematics	Overall AYP			Title I	School Status
2001-02	N/A	N/A	N/A		2002-03		
2002-03	Y	Y	Y		2003-04	N	
2003-04	Y	Y	N		2004-05	N	
2004-05	Y	Y	Y		2005-06	N	
2005-06	N	N	N		2006-07	N	
2006-07	Y	Y	Y		2007-08	N	
2007-08	Y	Y	Y		2008-09	N	
2008-09	Y	Y	N		2009-10	N	
2009-10	N	N	N		2010-11	N	Eligible for State Assistance 1
2010-11					2011-12		
2011-12					2012-13		
2012-13					2013-14		
2013-14					2014-15		

Y=Met the goals **N**=Did not meet the goals **NA**=Not applicable
S=Safe Harbor, did not make goal but made significant improvement

NCLB Consequences (Title I)

- **School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
- **School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
- **Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
- **Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
- **Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

State Assistance (Non-Title I)

Senate Bill I, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description "Eligible for State Assistance" will appear in the Consequences, School Status column, followed by the number "1" or "2" indicating the number of years eligible.

How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

School Assessment		Grade 10 - Reading					2009-2010		
Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2008-2009	100	6	26	56	13	68.62	68.62	61.84
	2009-2010	100	6	39	52	3	55.06	55.06	61.33
African-American	2008-2009	--	--	--	--	--	--	--	44.25
	2009-2010	--	--	--	--	--	--	--	43.87
American Indian/ Native Alaskan	2008-2009								69.35
	2009-2010								56.25
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	--	74.72
	2009-2010								70.26
Hispanic	2008-2009	--	--	--	--	--	--	--	52.7
	2009-2010	--	--	--	--	--	--	--	48.4
White	2008-2009	100	6	26	55	13	67.96	67.96	64.28
	2009-2010	100	6	40	50	4	53.8	53.8	63.85
Students with Disabilities	2008-2009	100	44	50	0	6	5.56	5.56	22.98
	2009-2010	100	29	48	24	0	23.81	23.81	27.01
Limited English Proficiency	2008-2009								27.23
	2009-2010								15.83
Economically Disadvantaged	2008-2009	100	10	34	46	10	55.88	55.88	51.45
	2009-2010	100	8	48	43	1	43.52	43.52	49.66
Migrant	2008-2009	--	--	--	--	--	--	--	50.94
	2009-2010	--	--	--	--	--	--	--	41.3
Male	2008-2009	100	11	33	47	9	56.18	56.18	53.84
	2009-2010	100	11	48	37	5	41.46	41.46	54.44
Female	2008-2009	100	1	19	64	16	79.8	79.8	70.28
	2009-2010	100	2	31	65	2	66.67	66.67	68.66

School Assessment — Grade 11 - Mathematics — 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2008-2009	99.5	17	28	44	11	54.8	54.8	41.19
	2009-2010	100	22	37	29	12	41.24	41.24	40.28
African-American	2008-2009	--	--	--	--	--	--	--	20.82
	2009-2010	--	--	--	--	--	--	--	21.11
American Indian/ Native Alaskan	2008-2009								34.48
	2009-2010								25.45
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	--	69.71
	2009-2010	--	--	--	--	--	--	--	68.2
Hispanic	2008-2009	--	--	--	--	--	--	--	34.26
	2009-2010	--	--	--	--	--	--	--	31.37
White	2008-2009	99.4	17	27	46	11	56.21	56.21	43.61
	2009-2010	100	21	37	30	12	42.31	42.31	42.65
Students with Disabilities	2008-2009	100	50	11	33	6	38.89	38.89	15.93
	2009-2010	100	65	19	12	4	15.38	15.38	17.55
Limited English Proficiency	2008-2009								20.52
	2009-2010								14.29
Economically Disadvantaged	2008-2009	99	22	37	31	10	40.43	40.43	28.1
	2009-2010	100	28	38	26	9	34.62	34.62	28.65
Migrant	2008-2009	--	--	--	--	--	--	--	29.46
	2009-2010	--	--	--	--	--	--	--	31.01
Male	2008-2009	100	19	23	43	15	57.45	57.45	40.63
	2009-2010	100	29	35	25	11	35.48	35.48	39.16
Female	2008-2009	98.8	14	34	46	6	51.81	51.81	41.76
	2009-2010	100	15	39	34	13	46.53	46.53	41.44

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2008-2009	99.5	11	36	44	10	53.11	53.11	41.23
	2009-2010	100	18	43	34	6	39.18	39.18	41.14
African-American	2008-2009	--	--	--	--	--	--	--	17.92
	2009-2010	--	--	--	--	--	--	--	17.93
American Indian/ Native Alaskan	2008-2009								36.21
	2009-2010								43.64
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	--	58.51
	2009-2010	--	--	--	--	--	--	--	56.58
Hispanic	2008-2009	--	--	--	--	--	--	--	31.71
	2009-2010	--	--	--	--	--	--	--	28.98
White	2008-2009	99.4	9	37	44	9	53.85	53.85	44.21
	2009-2010	100	17	43	34	6	39.56	39.56	44.25
Students with Disabilities	2008-2009	100	28	39	22	11	33.33	33.33	18.32
	2009-2010	100	62	19	12	8	19.23	19.23	17.79
Limited English Proficiency	2008-2009								8.64
	2009-2010								6.38
Economically Disadvantaged	2008-2009	99	12	46	36	6	42.55	42.55	28.75
	2009-2010	100	24	46	25	5	29.81	29.81	29.38
Migrant	2008-2009	--	--	--	--	--	--	--	34.82
	2009-2010	--	--	--	--	--	--	--	34.88
Male	2008-2009	100	10	39	37	14	51.06	51.06	45.37
	2009-2010	100	27	34	31	8	38.71	38.71	43.43
Female	2008-2009	98.8	12	33	51	5	55.42	55.42	37.03
	2009-2010	100	10	50	36	4	39.6	39.6	38.77

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2008-2009	99.5	16	47	24	14	37.29	37.29	40.68
	2009-2010	100	21	48	20	11	30.41	30.41	39.86
African-American	2008-2009	--	--	--	--	--	--	--	24.42
	2009-2010	--	--	--	--	--	--	--	22.03
American Indian/ Native Alaskan	2008-2009								50
	2009-2010								40
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	--	62.03
	2009-2010	--	--	--	--	--	--	--	56.8
Hispanic	2008-2009	--	--	--	--	--	--	--	28.7
	2009-2010	--	--	--	--	--	--	--	29.41
White	2008-2009	99.4	14	48	24	14	37.87	37.87	42.77
	2009-2010	100	20	49	19	12	30.77	30.77	42.2
Students with Disabilities	2008-2009	100	33	56	6	6	11.11	11.11	17.76
	2009-2010	100	69	19	0	12	11.54	11.54	17.55
Limited English Proficiency	2008-2009								8.21
	2009-2010								5.87
Economically Disadvantaged	2008-2009	99	22	53	17	7	24.47	24.47	27.67
	2009-2010	100	27	50	14	9	23.08	23.08	27.96
Migrant	2008-2009	--	--	--	--	--	--	--	29.46
	2009-2010	--	--	--	--	--	--	--	26.36
Male	2008-2009	100	17	47	22	14	36.17	36.17	40.97
	2009-2010	100	28	44	18	10	27.96	27.96	38.14
Female	2008-2009	98.8	14	47	25	13	38.55	38.55	40.39
	2009-2010	100	15	52	21	12	32.67	32.67	41.65

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2008-2009		10	52	34	4	38.54	38.54	34.97
	2009-2010		9	67	20	3	23.46	22.7	35.04
African-American	2008-2009	--	--	--	--	--	--	--	25.91
	2009-2010	--	--	--	--	--	--	--	26.94
American Indian/ Native Alaskan	2008-2009								31.25
	2009-2010								29.82
Asian/Pacific Islander	2008-2009								54.35
	2009-2010	--	--	--	--	--	--	--	55.46
Hispanic	2008-2009	--	--	--	--	--	--	--	29.01
	2009-2010	--	--	--	--	--	--	--	29.94
White	2008-2009		9	51	35	4	39.78	39.78	36.02
	2009-2010		10	67	21	2	23.21	22.81	35.75
Students with Disabilities	2008-2009		19	75	0	6	6.25	6.25	12.74
	2009-2010		29	59	0	12	11.76	11.11	16.28
Limited English Proficiency	2008-2009	--	--	--	--	--	--	--	14.2
	2009-2010								13.71
Economically Disadvantaged	2008-2009		16	56	25	3	28.16	28.16	24.79
	2009-2010		11	75	15	0	14.74	13.86	25.68
Migrant	2008-2009	--	--	--	--	--	--	--	24.24
	2009-2010	--	--	--	--	--	--	--	27.96
Male	2008-2009		17	54	27	2	29.17	29.17	25.54
	2009-2010		17	67	13	4	16.67	15.69	26.09
Female	2008-2009		3	49	42	6	47.92	47.92	44.26
	2009-2010		1	67	29	2	31.33	31.33	44.15

PLAN TESTING: 10th grade students in Kentucky are being given the PLAN assessment from ACT, Inc. This assessment predicts attainment on the ACT assessment and suggests performance in college. These scores are reported as scale scores from 1 to 32. For further information on this test and the other components of the Educational Planning and Assessment System (EPAS) go to the KDE homepage (http://www.education.ky.gov) and select School Report Card from the blue navigation bar.

PLAN						
	2009			2010		
	School	District	State	School	District	State
Reading	16.4	16.3	16.0	16.0	16.0	16.2
Mathematics	16.5	16.3	16.4	16.5	16.3	16.5
English	15.9	15.7	15.9	15.9	15.8	15.8
Science	17.7	17.6	17.4	17.1	17.0	17.6
Composite	16.7	16.6	16.6	16.5	16.4	16.7

Other Measures: The third component of the Kentucky Testing System is our school's performance in attendance, retention*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2008-2009 school year.

* The percent of students who had to repeat the grade.

Transition to Adult Life

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate	College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
School	91.5%	0.0%	2.9%	85.6%	58.5%	2.1%	29.7%	3.6%	1.5%	4.6%
District	93.7%	0.2%	1.8%	85.6%	58.5%	2.1%	29.7%	3.6%	1.5%	4.6%
State	94.2%	2.8%	2.0%	83.9%	56.4%	2.4%	22.8%	6.3%	6.5%	5.6%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign in	All Parents Received the District Discipline Code	% Classrooms with Outside Line
Y	Y	100%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	5	5	0
Weapons Violations	1	1	0

Procedures in Place In Our School for Drug and Weapons Detection:

Access to the building is restricted during school hours. Visitors are required to enter through one office door and are required to sign in and out at the main office where they are provided with visitor tags. A camera security system is in place and is being expanded to monitor activity inside and outside the school buidling. Teachers have received training in responding to crisis situations. All staff members have the school crisis plan which addresses response to emergency situations should they arise. The plan includes preparation for crisis situations through frequent practice of evacuation and other emergency drills. The school resource officer is available to assist in emergency situations and crisis prevention strategies.

Student Resources

	Spending per Student	Student/ Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	$6,302	19.0:1	93.0%	3.1:1
District	$10,750	15.0:1	89.5%	3.5:1
State	$10,742	15.0:1	76.6%	2.7:1

How We Use Technology To Teach:

Technology at ACHS is used across subject areas. The IT Lab has 30 computers. The Business Dept. has 2 labs that have approximately 30 computers each. There are also 2 computer labs with 30 computers each and there are 16 computers in the mobile lab. Students have access to the internet & instruction in using industry standard software & hardware. Classrooms have multimedia projectors which allow teachers to show resources from the Internet, videos from KET service, & PowerPoint presentations. Projectors attach to microscopes & document cameras for class viewing.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or its Committees	# of Volunteer Hours
Our School	212	10	12	1,512

ACT Testing: The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. All Kentucky Juniors are required to take the ACT. The chart below shows both 11th grade and graduating Senior ACT scores.

11th Grade ACT Scores						
		English	Math	Reading	Science	Composite
2010	School	16.90	18.30	18.80	18.90	18.40
	District	16.90	18.30	18.80	18.90	18.40
	State	17.70	18.20	18.80	18.70	18.50
2009	School	16.40	18.10	17.40	18.10	17.60
	District	16.40	18.10	17.40	18.10	17.60
	State	17.30	18.20	18.40	18.50	18.20

Graduating Senior ACT Scores						
		English	Math	Reading	Science	Composite
2010	School	17.20	18.50	18.30	18.50	18.30
	District	17.10	18.50	18.20	18.50	18.20
	State	18.30	18.70	19.40	19.40	19.10
2009	School	17.40	18.80	18.70	19.30	18.70
	District	17.30	18.70	18.60	19.30	18.60
	State	18.30	18.70	19.40	19.40	19.10

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0.0%	1.0%	1.1%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	2.2%	1.7%
Average Years of Teaching Experience	16.4	14.9	11.7
Number of Teachers certified by the National Board for Professional Standards	4	12	1,704

	B.A./ B.S.	M.A./ M.S.	Rank I	Spec-ialist	Ph.D/ Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	1.9%	45.3%	52.8%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: A TEAM-State Top 8, 2nd Social Studies and Arts & Humanities, #1 KY Team NAQT National Quiz Bowl, Top 4 team NAQT Championship; MARCHING BAND-KMEA State Class AAA 2nd Place 09/10 & 1st Place 10/11; CONCERT BAND-All State-Paige Coomer; GSP-Aaron Bradshaw, Ryan Montgomery; ROGERS SCHOLAR-Kyle Mann; GSA-Ethan Wooldridge, Maranda Carter; BETA-1st Place Social Studies (Luke Maupin), Quick Recall 2nd Place; FFA-State Proficency Winner Ag Communications (cont.in Awards & Rec.)

Extracurricular Activities: Extra-curricular activities include Academic Team, Champions Against Drugs, Drama, FCA, FBLA, Future Career and Community Leaders of America,FFA, HOSA, Marching & Concert Band,National Art Honor Society, National Beta Club, National Honor Society, Pep Club, Photography, STLP, SADD, Technology Students Association, and VICA. Athletic activities include Baseball, Boys and Girls Basketball, Cheerleading, Football, Golf, Softball, Tennis, Track, and Volleyball.

Awards & Recognitions: FFA-State Winner & National Finalist (K. Royse), 10 State Farmer Degrees (S. Burton, S. Thompson, J. Stotts, C. Stone, M. Pelston, T. Willis, D. Chapman, N. Humphress, C. Green, B. Wall), Floriculture CDE Individual; FBLA-State 3rd Place Public Speaking; ENERGY ACADEMY-State & National NEED Award; ART-KAEA Art Show 1st Place Printmaking (M. Collins), 1st Place Jewelry & Metal Work (J. Schwika), Scholastic Art Awards (M. Carter, J. Schwika); BAND-All Distinguished Ratings

What We Are Doing To Improve: Faculty members participate in professional development to address areas for improvement. Departments review course offerings and update instruction according to state requirements and student needs. CSIP committees develop strategies for improvement and our curriculum specialist works with teachers and students to align instruction with state requirements. Learning checks assess student progress and instructional needs. Tribe Time(RTI) provides additional instruction.

For Further Information: To locate further data concerning this school and the district, please go to the Kentucky Department of Education homepage at http://www.education.ky.gov, and select School Report Card from the blue navigation bar at the left of the screen. Next, select Expanded Data and you will see a selection of reports offering a wealth of detail about the school and district and their programs. For even more information we suggest that you visit the school or district office and talk with the staff and faculty.